DOCUMENT RESUME

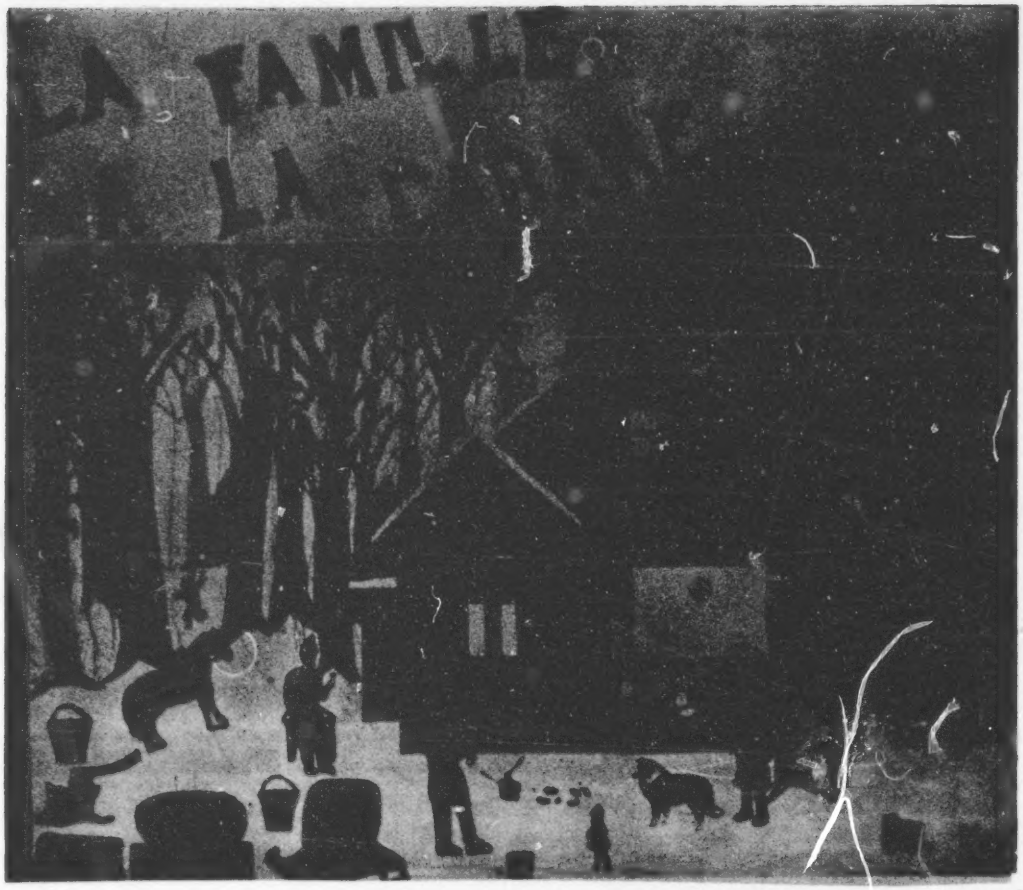
ED 090 762 95 FL 005 140

AUTHOR	Leavitt, Sister Sharon, Ed.
TITLE	Project Brave Bulletin, Vol. 2, No. 7.
INSTITUTION	School Administrative District 24, Van Buren, Maine.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
NOTE	18p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	Biculturalism; *Bilingual Education; Bilingualism; *Bulletins; Elementary School Students; English; Ethnic Groups; *French; Minority Groups; Newsletters; Poetry; Teaching Methods
IDENTIFIERS	Elementary Secondary Education Act Title VII; ESEA Title VII; *Project Brave

ABSTRACT

This bulletin was designed to publicize activities of Project Brave. It includes articles on the gathering of maple sugar, changes in teaching methods, the open classroom, and individualized instruction. Also included are several poems and many photographs. (SK)

ED 090762



PROJECT BRAVE BULLETIN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

VOL. II NO. 7

SPONSORED BY TITLE VII ESEA
St. John Valley, Maine

FL 005 140

Poster made by Mrs. Lucien Dufour,
teacher-aide of Miss Theresa Ayotte, Evangeline School, Madawaska.

ST. JOHN VALLEY BILINGUAL EDUCATION

TITLE VII STAFF

Omer Picard, Director
Gil Hebert, Evaluator
Norman Dube, French Specialist
Sr. Sharon Leavitt, Curriculum Specialist and Brave Bulletin Editor

Page 3, paragraph 9, sentence 3, should read: With these aides we <u>are better</u> able to devote more time to each student.

Page 11, line 6 of poem "Pourquoi?" should read: Puis-je <u>accomplir</u> autant que mon compagnon?

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Maple Sugar Time

When one could hear the sound of water trickling underneath the honeycombed snow in March, when the days grew longer and the tree-tops turned pink, then it was sugaring-off time.

From tree to tree the men and boys went, boring a hole with an auger on the south side of the maples, driving in a wooden spout and hanging a bucket from it. Cold nights and sunny days combined with the accumulated snowfalls of winter to start the sap running, and the next morning the buckets were full. A big hogshead, braced on a sleigh, was ready for collecting the sap. The oxen plodded in their slow, age-old way, stopping from one tree to the next, while the sap was emptied from the buckets to the barrel.

This liquid was then heated over a roaring fire and it began to steam, than bubble, giving off billows of sweet smelling vapor mixed with pine smoke. The top foam was carefully skimmed with a wooden ladle, and gradually the excess water evaporated until the whole swelled like spun silk.

First came the syrup; then the taffy, which was thicker but not yet sugar. They gathered pans full of clean snow, dribbled it in tawny streams from the ladle, and watched it sink down into pools of cold crispness. One thought he could eat so much! But soon the sweetest tooth was satisfied. Later they could cook eggs or thick ham slices in the syrup, pour it over pancakes or drop dough into it, boiling hot.

Then came the critical period. The right moment for turning to sugar had to be calculated before it boiled over or burned. At precisely the right time it was turned into waiting containers — goose-egg shells, bread pans, cake tins, or birch bark cones. The remainder in the big iron pot was scraped into fudgy smoothness, such as money could never buy. The sugar kept indefinitely, and homemade scrapers such as the one in the accompanying picture were in many homes. Scraped maple sugar covered with thick country cream made a delicious dessert, worthy of the most important guests.

No doubt the children who grow up today have many advantages but it is unfortunate that they will miss customs of our past that have been modernized or altogether abandoned in the name of progress.

* * *

A few small maple sugar cabins have survived, mostly in Canada. The rest have fallen to ruins, with only rusty boiling pans and equipment attesting to their existence. However, in this as in all other industries, the bigger ones have lasted. Here we pay tribute to Pete Daigle's Maple Sugar Club in Sinclair, Maine. From a simple camp, Pete has developed a popular year round entertainment center. Even though modernized, the process of making maple products is still enjoyed by many every spring.

#1 BUTTER BOWL (QUELERE) AND MIGOINE FOR BEATING BUTTER
#2 MAPLE SUGAR SCRAPER
#3 JAR FOR YEASTY BASE OF BREAD DOUGH
#4 BUTTER MOLD
#5 SMALL PANS & FLUTED TINS FOR MAPLE SUGAR

(Taken from the Madawaska Centennial Book)

MARTIN, UN MERLE, UN VER

Martin pioche la terre,
La terre humectée de rosée.

Martin fredonne une chanson,
Une chanson qu'un merle lui a sifflée.

Martin pioche la terre,
La terre de soleil argentée.

Martin se rit du merle,
Un merle au guet pour son déjeuner.

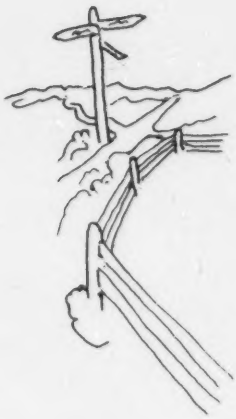
Martin pioche la terre,
La terre grouillant de vers piochés,
(Petits et sveltes comme un hameçon)
De vers picotés,
(Terreux comme le bec d'un merle)
La Terre grouillant de vers picotés,
Le merle picote la terre.

Martin, un merle, un ver,
Un ver matinal et éveillé!

Martin pioche la terre,
La terre aux sillons labourés.

Martin rêve à la pêche,
A la pêche qu'il aura pour dîner.

Martin pioche la terre,
La terre par un merle et un ver occupés.



Martin pioche,
Pioche,
Pioche la terre.
Le merle picote,
Picote la terre,
Picote la terre.
Et le ver, il tricote la terre,
Tricote la terre,
Tricote la terre.

Normand C. Dubé

"OUR CHANGING CLASSROOM"

In the past three years, we have seen many changes in our methods of teaching. These changes at Bailey School were a direct result of Pace Fabric and the Title VII Program.

Four years ago, before these programs existed, our French speaking students were "asked" to leave their French at home and to speak English at school. You can imagine the frustration of the five year old, who not only found himself in unfamiliar surroundings, but also heard many things which he didn't understand.

During my first year of teaching, I had a group of twenty second graders who were able to achieve at different levels. For several subjects, I had two groups, but then again, I had to teach the class as a whole for other things. The students who didn't understand as well as the others were usually helped over their hurdles as much as possible. Time soon came, however, when several students had to be rushed along because the class was ready to move on. It was these students who missed the basic skills and then suffered for the remainder of their school years.

When Pace Fabric came to Bailey, the teachers soon started talking about individualized instruction. It was hoped that the slower students would get more help and attention and therefore would be able to achieve more. Individualized instruction also means teaching a student at his level of achievement.

Individualized instruction then led to team teaching and the ungraded classroom. Our first team consisted of three teachers and sixty students. We found that with team teaching we could spend more time with the students who needed help. The older students were also very helpful in teaching the younger ones some of the basic skills. Our team today includes four teachers, three teacher aides and seventy-two students.

It was during this time that we also saw a need for a resource center. This center is a place where the student has a choice of activities he would like to do. The center is supplied with educational games and many arts and crafts projects.

French was introduced as a subject about two and a half years ago. The students found this subject to be very interesting and challenging.

Title VII was a very welcomed program at this point. It not only stressed what we had been trying to do, but it helped us achieve a lot of it.

Title VII gave us a lot of equipment which is essential in an individualized program. This program also brought teacher aides into the school. With these aides we are not better able to devote more time to each student.

Yes, our school has gone through many changes. A lot of our methods have changed but we are still trying to teach each student so he will become a better citizen for the good of our society.

May Bouchard,
Teacher of Grades 1, 2, & 3
Bailey School

Students of Bailey School, Frenchville, enjoy French library books.

"Savez-vous plantez des choux?" pantomimed by these students in Mrs. Claudette Violette's class, supplies an active review of the parts of the body.

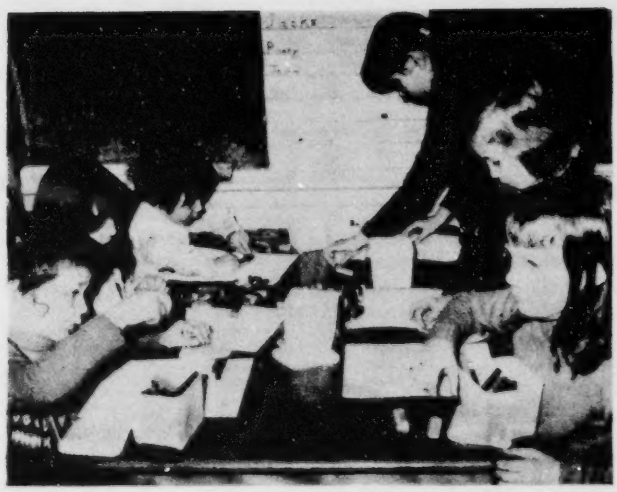
Programmed French reading instruction assures that each student will learn to read at his own pace.

Learning map skills is a very active student-centered project for second grade students of Bailey School who learn about the U.S.A. with Mrs. Bern Albert, reading teacher.

Acadian history becomes more meaningful to this 2nd grade class of Montfort School, St. Agatha, because they can handle and discuss the audio-visual aids of this social science unit.

Teacher-made flash cards greatly aid these students to associate object and word of the French social science booklet.

The Cuisenaire Rods stress the concrete aspect of math in order to lay a solid foundation for the abstract concepts which will follow for these second graders.



I have now had the opportunity to work in the Bilingual Education Program (more often called Title VII) for two years.

Have these years been productive for my pupils?

Have they been worth living?

As I see the progress these little ones have made in both English and French, I guess these questions are not left unanswered.

A classroom may very well be compared to a garden where beautiful flowers grow. No two are alike. You may have thirty little minds to mold — but each one is so different in maturity and ability. How can one deal with such a variety? Well, in all sincerity, I must say that Title VII has made it possible for my teacher aide and myself to urge each child to take an active part in what is going on within him and around him. How, you may ask? The equipment and materials that are at the disposal of the children are enough to stimulate them and arouse their interest. Even a very shy child will enjoy hearing his voice recorded on a Language Master Card. Another one will learn with enthusiasm and joy when he can read his own sentences that he has typed on the Primer Type. Imagine six-year-old Peter, an English speaking child who did not understand a word of French at the beginning of the year, hearing himself on the tape recorder, reading a French book. How eager were all these little ones to bring home the book "Les Acadiens" and relate to their parents this unforgettable story. Even we grown-ups cannot help having a certain feeling of satisfaction in what has been accomplished. Of course one must realize that it is in his early years that a child can be introduced to more than one language without frustration and confusion.

As I go my rounds and gaze at each audio-visual aid and teaching machine, I wonder which one has helped my pupils the most — Language Master, Listening Station, Filmstrip Projector, Primer Type, flannel board materials, library books of all sorts, experience charts, etc. . . Each child would have to answer this question for every one has had ample opportunity to work with and manipulate these different devices. I am positive that all of them have been an asset to the development and enrichment of their vocabulary in both English and French.

Sr. Yvette Raymond
First Grade teacher
St. Thomas School
Madawaska

Music and song ring out in Sr. Bertha Michaud's second grade class of Evangeline School.

Legitimate pride is being able to recognize and read basic words in French library books.

Teacher-made experience charts are important in these youngsters' French reading process.

OPEN CLASSROOM & INDIVIDUALIZED INSTRUCTION

Individualized instruction and the open classroom have been the philosophy of the primary grades in S.A.D. #24 since the "Follow Through Program" was adopted four years ago. In order to work with these concepts effectively, different work areas, or stations, have to be provided and well equipped with appropriate materials. The more materials are available, the more children can work on their own.

Title VII has certainly helped us in carrying out our objectives. It has provided us with such learning materials as the Peabody Language Kit, the Par Balance Scale, paints and magic markers, social study charts to build and enrich French vocabulary, Language Master cards which can be used to teach vocabulary, a phonograph and set of earphones used to develop listening skills or for simple enjoyment, and many, many more. Many of the objectives that Title VII requires of us are the same as those that the Follow Through Program expect also.

As a teacher involved in both programs, I can honestly say that I find both of these programs quite valuable, especially for the children. Because of these programs, children have learned to accept their own responsibility. Many of the shy children have been given the opportunity to come out of their shell to communicate and work with others in the room, be they adults or peers. In this environment <u>any</u> child, (and I stress this), can find something in the classroom of which he is the master. As a result of this successful accomplishment, a child develops a good self-image, builds his self confidence and is happy to come to school. Isn't this what education is all about?

Sr. Yvette Plante
First Grade teacher
St. John School
Van Buren

Happiness is . . . displaying proudly the needle craft done by skillful first grade hands in Mrs. Angie (Gagnon) Hotchkin's class of St. John School.

Happiness is also movement to music in this same class.

What a thrill to select and read such interesting library books.

Happiness and success in school depends so much upon learning to listen and to concentrate. Both these vital skills are being developed in these students at their listening station.

if you would come to visit Sister Dorothy's Kindergarten class in Van Buren, you would see some little carpenters and painters busily working.
The aide, Mr. John Parent, is taking each child for easy woodwork, such as the construction of a book rack, tool box, shoe shine box, bird house, airplane, sail-boat, paper holder, etc.
This type of project requires that the child decide what he wants to build. He then does his own measuring, sawing, and nailing. After the object is made it is painted by the proud young "carpenter."

Little Susan Levesque proudly reads her own experience chart based on her woodworking project as her own Mom, parent volunteer, Mrs. Betty Levesque, and her younger brother and sister look on.

While this project is going on, you may see the other students working at different activities: like this boy, who is engrossed in proving number fact answers with the cuisenaire rods.

Sr. Corinne Sirois' Kindergarten share the open toaster (built by Mr. John Parent) and see how a toaster really works and then, of course, enjoy the taste of fresh toast in their classroom.

"POURQUOI?"

Pourquoi toujours critiquer
Et non pas louanger?
L'enfant qui en hésitant
Et même en tremblant
Se demande par un regard:
Puis-je accomplier autant que
mon compagnon?
Pourquoi pas lui faire confiance
Par un regard, par un mot:
"Mais oui, tu es toi
et non pas un autre."
Son progres peut être épatant
Ou à la beauté d'un sourire
Et un mot d'encouragement.
Car chacun est soi
Et non pas un autre.

(Written by Mrs. Lorraine Ouellette, second grade teacher, Keegan School, during Dr. Norm Dube's French course.)

POEMS

(By second grade students of Sr. Elena Dionne - Keegan)

SPRING

Spring is here
let's give it a cheer.
We'll ride our bikes
and go on hikes.

by Denise Lajoie

I HAVE A CAT

I have a cat
his name is Stuffy.
He is white and eats a lot,
that is why I called him
STUFFY.

by Lisa Ouellette

LOVELY

Wouldn't it be lovely
If the rain came down
Till the water was quite high
Over all the Town?

by Wendy Gilman

A RAINY DAY

A rainy day
Is not a fun day.
I hope it will stop raining today.
Splish - splash!
Do you hear the rain
Clip-clop on my umbrella?

by Cathy Cote

THE CIRCUS

The acrobats are high in
the sky.
They make tricks for
all the people.
The elephant is having fun
squirting water high.

by Charles Parent

TALK

(An excerpt from the book How Children Learn, by John Holt)

Bill Hull once said to me, "If we taught children to speak, they'd never learn." I thought at first he was joking. By now I realize that it was a very important truth. Suppose we decided that we had to "teach" children to speak. How would we go about it? First, some committee of experts would analyze speech and break it down into a number of separate "speech skills." We would probably say that, since speech is made up of sounds, a child must be taught to make all the sounds of his language before he can be taught to speak the language itself. Doubtless we would list these sounds, easiest and commonest ones first, harder and rarer ones next. Then we would begin to teach infants these sounds, working our way down the list. Perhaps, in order not to "confuse" the child — "confuse" is an evil word to many educators — we would not let the child hear much ordinary speech, but would only expose him to the sounds we were trying to teach.

Along with our sound list, we would have a syllable list and a word list.

When the child had learned to make all the sounds on the sound list, we would begin to teach him to combine the sounds into syllables. When he could say all the syllables on the syllable list, we would begin to teach him the words on our word list. At the same time, we would teach him the rules of grammar, by means of which he could combine these newly-learned words into sentences. Everything would be planned with nothing left to chance; there would be plenty of drill, review, and tests, to make sure that he had not forgotten anything.

Suppose we tried to do this; what would happen? What would happen, quite simply, is that most children, before they got very far, would become baffled, discouraged, humiliated, and fearful, and would quit trying to do what we asked them. If, outside of our classes, they lived a normal infant's life, many of them would probably ignore our "teaching" and learn to speak on their own. If not, if our control of their lives was complete (the dream of too many educators), they would take refuge in deliberate failure and silence, as so many of them do when the subject is reading.

Last summer, in a supermarket, a young mother came with her baby to the meat counter, and began to discuss with him, in the most lively and natural way, what meat they should get for supper. This piece of meat looked nice, but it was too expensive — terrible what was happening to food prices. This piece might be all right, but it would take too long to cook; they had many other errands to do and would not get home before four o'clock. These chops looked good, but they had had them just two nights ago. And so on. There was nothing forced or affected in her words or her voice; she might have been talking to someone her own age.

A year or more ago, some friends and I dropped in on some people who had a six-month-old baby. She was well-rested and happy, so they brought her in to see the visitors. We all admired her before going on with our talk. She was fascinated by this talk. As each person spoke, she would turn and look intently at him. From time to time she would busy herself with a toy in her lap; then after a few minutes she would begin watching and listening again. She seemed to be learning, not just that people talk, but that they talk to each other, and respond to each other's talk with smiles, and laughter, and more talk; in short, that talk is not just a kind of noise, but messages, communication.

Babies and young children like to hear adult conversation, and will often sit quietly for a long time, just to hear it. If we want to help little children as they learn to talk, one way to do it is by talking to them — provided we do it naturally and unaffectedly — and by letting them be around when we talk to other people.

One day, when Tommy was very little, he decided that he needed to find out the names for a lot of things. He suddenly began to look very intently at various objects in the room, pointing out to me each of them in turn. At first I had no idea what he wanted. I thought he was asking me to give him whatever he showed me that that was not what he wanted. For a while I was baffled. Then, on a hunch, I tried telling him the name of what he was showing me. Instantly he showed by his expression that I had

guessed right. He began to point to many other objects. Here I thought it might help if I gave him a question that he could ask whenever he wanted to know the name of something (a very useful thing also in studying a foreign language). So when he pointed to a vase, I said, "What's that called? That's called a vase." I hoped that if I said it often enough, he would learn to say it. For a short while, at least, he did, but I don't know how long it stuck, or for that matter, how long lasting was his need to be told the names of things. For after all, any observant child in a family where people do much talking, soon learns what things are called just by listening to what people say about them.

I was careful when I told him the name of something, not to tell him as if it were a lesson, something he had to remember. Nor did I test him by saying, "What's this? What's that?" This kind of checking up is not necessary, and it puts a child in a spot where he will feel that if he says the wrong thing, he has done wrong and is in the wrong. I have seen kindly, well-meaning parents do this to young children, hoping to help them learn. Almost every time the child soon took on the kind of tense, tricky expression we see on so many children's faces in school, and began the same sad old business of bluffing, guessing, and playing for hints. Even in the rare case when a child does not react this defensively to questions, too much quizzing is likely to make him begin to think that learning does not mean figuring out how things work, but getting and giving answers that please grownups.

We should also remember that children (like adults), and above all young children, know and understand much more than they can put into words. If we point to a lamp and say to a young child, "What's that?" we may not always get an answer. If we get none, or the wrong one, does it mean that the child doesn't know the name for lamp, or doesn't know what the word "lamp" refers to? Not necessarily. In other contexts, he might know the word perfectly well. His reason for not answering the question, "What's that?" may be only that the question itself confuses him, that he doesn't know what we want him to say or do.

Jerome Bruner once said, very aptly, that much of what we do and say in school only makes children feel that they do not know things that, in fact, they knew perfectly well before we began to talk about them. I have often seen this in mathematics, where fifth graders, confused and frightened by rules and magic recipes, are unable to use either rules or common sense to do problems that they could easily have done a few years before. And what is true of school, is often true of home. A child's understanding of the world is uncertain and tentative. If we question him too much or too sharply, we are more likely to weaken that understanding than strengthen it. His understanding will grow faster if we can make ourselves have faith in it and leave it alone.

One good way to help children learn the names of things is by talking about anything we do together. Many mothers, getting a child ready to go out, say something like this: "Now we'll tie this shoe; pull the laces good and tight; now we'll get the boots; let's see, the right boot for the right foot, then the left boot for the left foot; all right, coat next, arms in the sleeves, zip it up nice and tight; now the mittens, left mitten on the left hand, right mitten on the right hand; now comes the hat, on it goes, over your ears. . . ." This kind of talk is companionable and fun, and from it, the child learns not just words, but the kinds of phrases and sentences they fit into.

Madawaska Historical Arts And Talent In St. John

Jewelry, ceramics. . .

Mr. A. J. Michaud, Chairman

More ceramics. . .

Beautiful paintings. . .

Knitted and crocheted masterpieces. . .

Society Valleywide Crafts Show

Miss Bernette Albert, Co-chairman

Pottery from Allagash

Woodwork, baskets. . .

Paintings and quilts. . .

Abounds

The

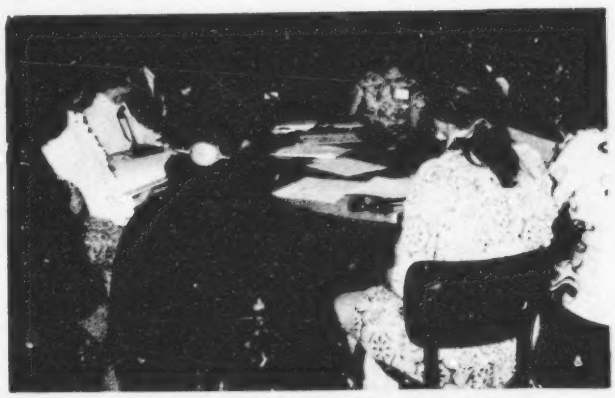
Valley

And driftwood.

Canadian-American Workshop

Educators from Ne / Brunswick, Canada who shared ideas with our Title VII staff are l. to r., seated: Sr. Lina Emond, nd Mrs. Lorraine Michaud of Edmundston, Mrs. Rose Marie Goudreau of Campbellton, Miss Marguerite Lachance of Edmundston, and Sr. Christina Mazerolle of Moncton. Standing, l. to r., Mr. Maurice Doucet, Bathurst, Sr. Rita Leger, Moncton, Miss Rose-Anna Leblanc, Memramcook, Mr. Patrice Auclair, Dalhousie and Mr. Robert Goguen of Bathurst.

Kindergarten teachers discuss methods with Sr. Christina Mazerolle and Mr. Robert Goguen.



First grade teachers discuss with Mr. Patrice Auclair, Sr. Lina Emond, and Miss Rose-Anna Leblanc.

Second grade teachers have an interesting share-in with Mr. Maurice Doucet, Miss Marguerite Lachance, and Sr. Rita Leger.

Third grade teachers interchange methods with Mrs. Rose Marie Goudreau and Mrs. Lorraine Michaud.